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ABSTRACT

This report from the Bethune Elementary School in Atlanta (Georgia) provides information on student achievement for the 1986-87 school year. The narrative presents 27 findings concerning enrollment, attendance, reading achievement, and math achievement. Conclusions generated from these findings are the following: (1) the school was below the national norms for reading and math in both 1986 and 1987; (2) second and fourth grade students scored above the national norm for social studies and below for science; (3) although the greater portion of reading and math basal materials were completed, in only grades 2, 4, and 5 did 50 percent or more students complete the designated number of reading magazines, and no grade level met the basal expectations for math; (4) the number of kindergarten students who entered with no formal preschool experience decreased; (5) first grade scores for reading and math were well below the state average; (6) 20 percent of the third grade students needed retesting on the criterion-referenced test; and (7) there was an increase in retention for grades 1-5, and 16 percent of the kindergarten students were retained. Descriptive statistics and test scores are presented in 16 tables. (VM)

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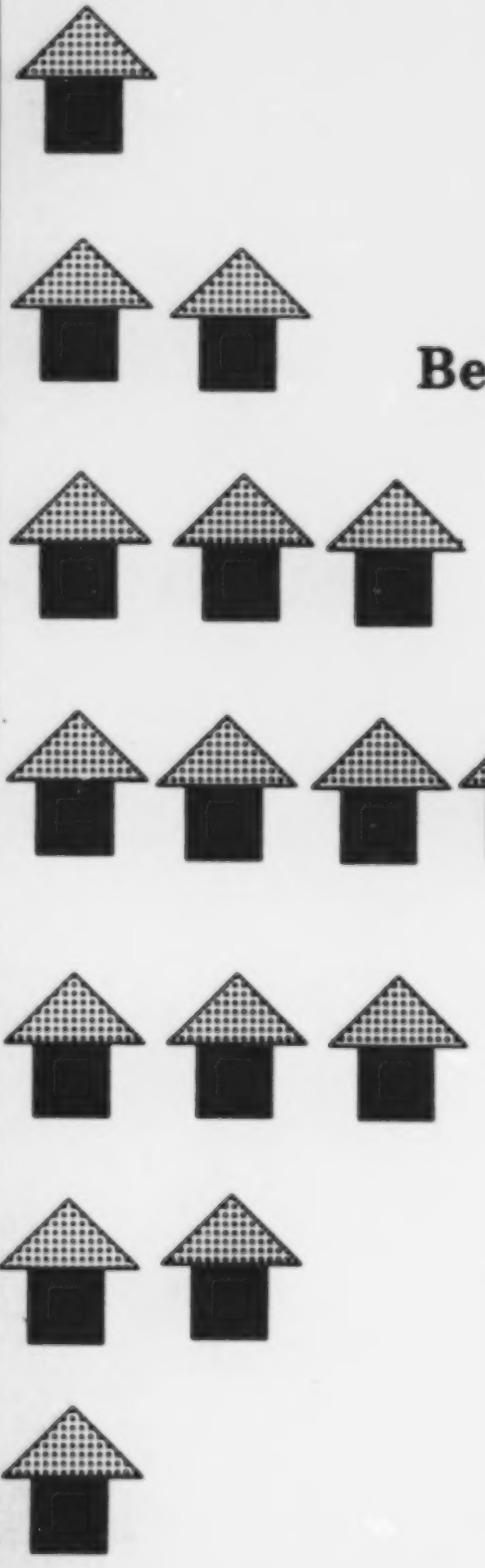

Bethune Elementary School
School Report
1986-87

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ATLANTA PUBLIC SCHOOLS

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BETHUNE ELEMENTARY SCHOOL
1986-87 SCHOOL REPORT
(Emma Popwell, Research Assistant)

The School Report is designed to provide information about the school's achievement primarily in reading and mathematics based on objective data. The report is not intended to represent all of the activities and accomplishments for the school year. Information is presented in two forms — a narrative analysis followed by accompanying data sheets.

FINDINGS

General Descriptive Characteristics

1. The general descriptive characteristics for Bethune School was reflective of systemwide trends; and indicated a fluctuating active enrollment and comparable patterns of student mobility and attendance.

2. The kindergarten class continued to be the largest grade level group, and the loss of students occurred as students moved from first to second grade and from third to fourth grade.

Basal Progress

3. The kindergarten basal reading readiness progress was reported for 109 students, and included the fall screening of the Ready Steps Language Survey and the percentage of students who completed and mastered Getting Ready To Read under the Pupil Progression Policy.

4. About one-third of the kindergarten class (33 percent) entered school with no significant preschool experience. For the initial screening of the Ready Steps skills, the percentage of mastery ranged from 35 percent to 95 percent for the school, and from 48 percent to 96 percent for students systemwide.

5. School and system kindergarten students performed exceptionally well for following oral directions, and encountered the greatest difficulty for using pictures to dictate meaningful information, and placing events in proper sequence. Additionally, only about one-third of Bethune's kindergarten students (39 percent) were able to retell significant details after listening to a story and understand the instructional language commonly used in kindergarten (42 percent).

6. Under the Pupil Progression Policy for kindergarten students in 1986-87, 57 percent (59 students) successfully completed and mastered the reading readiness basal, Getting Ready To Read. The remaining 45 students did not master, did not complete or did not begin Getting Ready To Read by the end of the school year.

7. The pacing status report summarized data for 372 students in grades 1 through 5. The indices of progress in the Houghton-Mifflin basal series were the Tests of Basic Reading Skills for reading and the Unit/Chapter test for mathematics. Basal progress was reported in terms of the average amount of basal material completed and the percentage of students completing the expected number of reading magazines and mathematics chapters during the year.

8. Students completed, on the average, the greater portion of the reading and mathematics basal materials, but fewer students completed the expected number of reading magazines and mathematics chapters during the year. Grades 2, 4, and 5 met the goal of having 50 percent or more students completing the designated number of reading magazines, and no grade level had 50 percent or more students meeting expectation for mathematics. In the system, only grades 1, 2, and 3 met basal expectations for mathematics.

9. The percentage of students completing the designated number of reading magazines by grade level were 35 percent for grade 1, 100 percent for grade 2, 39 percent for grade 3, 98 percent for grade 4, and 82 percent for grade 5.

10. For mathematics, the percentage of students completing the designated number of units by grade level were 24 percent for grade 1, 39 percent for grade 2, 22 percent for grade 3, 24 percent for grade 4, and 3 percent for grade 5.

California Achievement Tests (CAT) and
Iowa Tests of Basic Skills (ITBS)

11. Kindergarten students were administered the 1985 edition of the California Achievement Tests (CAT). In 1986, student performance reflected 35 percent above the national norm for reading and 61 percent for mathematics. In 1987, the percentage of students above national norm reduced to 25 percent for reading and 52 percent for mathematics.

12. Results from the Iowa Tests of Basic Skills (ITBS) provided the baseline data for student achievement in 1985-86. In keeping with the systemwide achievement goal, each school is projected to have 50 percent or more students scoring at or above the national norm level by 1989.

13. In 1986, Bethune recorded 32 percent of the students at or above the national norm for reading and 38 percent for mathematics. System elementary schools with grades 1 through 5 reported 46 percent of the students at or above the national norm for reading and 58 percent for mathematics. In 1986-87, Bethune's students maintained the achievement level at 32 percent at or above the national norm for reading and increased 4 points to 42 percent for mathematics. System elementary schools with grades 1 through 5 reported 53 percent for reading and 65 percent for mathematics.

14. In contrast to performance for total school, students who remained at Bethune for two consecutive years showed a decrease from 30 to 24 percent of the students scoring at or above the national norm for reading and a decrease from 37 to 32 percent for mathematics.

15. Students in grades 2 and 4 were administered the ITBS as a part of the state-mandated norm-referenced testing, which included social studies and science. Based on the median percentile scores, students in grades 2 and 4 in the system and state scored above the national norm for social studies and science. Grade 2 students at the school scored above the national norm for social studies and earned a median percentile score of 40 for science. Grade 4 students reported a median percentile score of 54 for social studies and 46 for science.

Project and Non-Project Results-Matched

16. Students served in Chapter I compensatory education in grades 1 through 5 for two consecutive years earned a mean normal curve equivalent (NCE) score of 38 for

reading and 45 for mathematics. Systemwide elementary students in compensatory programs for two consecutive years earned a mean NCE score of 43 for reading and 51 for mathematics.

Georgia Criterion-Referenced Tests (GCRT)

17. The school administered the Georgia Criterion-Referenced Tests (GCRT) at grades 1 and 3. The reading objectives were clustered into the skill areas of concepts for reading, literal comprehension, inferential comprehension, and problem solving. The mathematics skill areas were concept identification, component operations, and problem solving.

18. First grade students did not perform well on most of the reading and mathematics objectives. The reading scale score decreased by 2 points and the mathematics scale score was maintained. Students had greatest difficulty for sound matching, rhyming words, main ideas, and recognizing mathematical symbols.

19. Effective the 1985-86 school year, the third grade GCRT was used as a promotional test to fourth grade for students covered under the policy. The report for first-time examinees showed that 58 percent of the students passed reading and 51 percent passed mathematics. Retesting was provided for students who did not pass reading and mathematics on the first examination.

Progression Policy Results

20. The 1987 progression minimum skills end-of-year report summarized the percentage of students mastering the reading and mathematics skills in grades kindergarten through 5.

21. At the end of the year, a range of 81 percent to 99 percent of the kindergarten students mastered the 10 reading minimum skills, and from 82 percent to 98 percent of the students mastered the 11 mathematics minimum skills. About 20 percent of the students encountered difficulty for using pictures to place events in proper sequence, and for recognizing the passage of time by indicating which of three events takes longer to occur. System kindergarten students also had the lowest mastery level for the two skills.

22. Generally, first grade students performed well for consonant sounds association, and answering questions orally after listening to a story. About one-fourth of the students were not successful for reading comprehension skills: identifying important details, following written instruction, identifying the main idea and drawing conclusions. The percentage of mastery for mathematics ranged from 79 to 100 percent.

23. About one-fourth of the second grade students were unsuccessful for most of the reading minimum skills with the lowest percentage of mastery for identifying pronoun referents (68 percent). Mathematics performance was much higher than reading, as the skills were mastered by 80 to 100 percent of the students. The mathematics minimum skill for which students had difficulty was identification of geometric figures.

24. Third, fourth, and fifth grade students recorded a fluctuating pattern of performance on the minimum skills. Only about one-half of the skills had a mastery level above 75 percent.

25. Across grade levels, students had lowest performance for the reading comprehension skills, and were considerably below the average percentage of mastery for system students.

26. The progression status report for 1986-87 showed the number and percentage of students who were promoted, administratively placed, and retained in grades kindergarten through 5.

27. The highest rate of promotion at the school occurred at third (85 percent), fifth (84 percent), and kindergarten (83 percent); followed by second (77 percent), first (73 percent), and fourth (73 percent). At the school and system, first grade continued to show the highest percentage of grade retention. With the exception of third grade, the percentage of grade retention at the school increased at each grade level when compared to 1986. Of 484 students under the Pupil Progression Policy, 79 percent were promoted, 7 percent were administratively placed, and 14 percent were retained.

CONCLUSIONS

The 1986 performance on the various indicators of student achievement across grade levels indicated the baseline data for the school and system achievement goals. The 1987 student achievement data reflected the current status toward the attainment of the achievement goal.

1. In 1986, the school was 18 points below the national norm for reading and 12 points for mathematics. In 1987, the school remained 18 points below the national norm for reading and was 8 points below the national norm for mathematics.

2. Second and fourth grade students scored above the national norm for social studies, and both grades 2 and 4 scored below the national norm for science.

3. Students completed, on the average, the greater portion of the reading and mathematics basal materials, but only grades 2, 4, and 5 met the goal of having 50 percent or more students completing the designated number of reading magazines. No grade level met the basal expectation for mathematics.

4. There was a decrease in the number of kindergarten students who entered school with no formal preschool experience, and the majority of the students (57 percent) successfully completed Getting Ready to Read by the end of the year.

5. First grade students scored 15 scale score points below the state average for GCRT reading and 10 points below for mathematics.

6. Generally, about 20 percent of the third grade students needed retesting on the GCRT, as 84 percent of the students passed reading and 74 percent passed mathematics at the first examination of the state promotional test.

7. Student performance in the basal, on the minimum skills, and the third grade GCRT resulted in a progression status which showed a 2 percent increase in retention at first grade, less than 1 percent increase at second grade, 22 percent increase at third grade, 7 percent increase at fourth grade, and an increase of 3 percent for retention at fifth grade. For the first year under the Pupil Progression Policy, 16 percent of the kindergarten students were retained.

RECOMMENDATIONS

With a careful examination of the current status toward the attainment of the achievement goal which is indicated in the conclusions statements, and the implementation of the 1988 school objectives plan, it is anticipated that the school will be able to sustain and improve upon the achievement level in 1987-88.

Division of Curriculum and Research Services
Research and Evaluation
September 25, 1987

1986-87
DATA DESCRIPTION SHEET
FOR ELEMENTARY SCHOOLS

General Descriptive Characteristics

The data in this report provide an overview of enrollment and staff/school factors.

Kindergarten Ready Steps Screening Results

All students are screened upon entry into kindergarten using the Ready Steps Language Survey. This instrument is an individually administered series of tasks designed to diagnose student proficiency in ten essential reading readiness skill areas. Mastery of these same ten skills also represents partial fulfillment of the kindergarten pupil progression requirements in reading.

Kindergarten Basal Readiness Progress

A goal of the kindergarten program is that students will complete and successfully master the readiness level of the Houghton Mifflin Series, Getting Ready to Read. The data reported reveal the progress of students by the end of the school year.

Summary Report of Basal Progress (Reading and Mathematics)

The data in the basal progress reports are based on the number of basal reading magazines and mathematics chapters reported as completed during the year. The expected number of magazines/chapters per grade are based on the publisher's recommendation for the amount of material to be covered on grade level in one year.

Norm-Referenced Test Data

Unmatched data reflect the test performance of students enrolled at the school and having available test scores at the end of the school year. Matched test data reflect longitudinal test performance for students enrolled at the school and having available test scores for both 1986 and 1987. The following terms are used to report performance:

National Norm - A score which corresponds to the 50th percentile in the national norming sample.

Median Percentile - One-half of the students scored above this score and one-half scored below this score.

Mean G.E. - This score is the average of the grade equivalent (GE) scores reported for students.

Normal Curve Equivalent (NCE) - An equal interval scale that extends from 1 to 99 and has a mean of 50.

California Achievement Tests (CAT) - Unmatched

The CAT was a requirement of the state testing program for all kindergarten students.

Iowa Tests of Basic Skills (ITBS) - Unmatched and Matched

The complete battery of the ITBS is administered to grades 1 through 7. In addition, the science and social studies tests are administered to grades 2, 4, and 7 as a requirement of the state testing program.

Project and Non-Project Results - Matched

Project test data reflect the reading and mathematics performance of students who participated in compensatory programs, such as Chapter I/II and the Remedial Education Program (REP), or special programs, such as the Computer Curriculum Corporation (CCC) labs. Non-project test data reflect the performance of students who did not participate in the identified project(s). Only students having available scores for both 1986 and 1987 are included in the analysis.

Georgia Criterion-Referenced Tests (GCRT)

The criterion-referenced tests measure mastery of state-identified objectives for grades 1, 3, and 6. Results are reported in terms of student mastery or students needing additional instruction, mean scale scores, and the percentage of students passing (third grade only). Third graders statewide were required to achieve a scale score of 182 in reading and 184 in mathematics in order to be eligible for promotion.

Progression Policy Results

The progression policy for grades K-7 determines promotion or non-promotion. The mastery of specified minimum skills in reading and mathematics and the completion of a specified level of the basal reader are required for promotion. In addition, third graders were required to pass the GCRT.

09/02/87

BETHUNE ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

GRADES (K-5)

ACTIVE ENROLLMENT (END OF YEAR)

	1982-83	1983-84	1984-85	1985-86	1986-87	DIFFERENCE 2 YEARS	PER CENT	5 YEARS	PER CENT
SCHOOL	472	481	464	503	478	-25	-5.0	6	1.3
ALL ELEM	36,561	36,287	36,471	37,967	37,940	-27	-0.0	1,379	3.8

STAFF/SCHOOL FACTORS (END OF YEAR)	SCHOOL NUMBER	SCHOOL PER CENT	SYSTEM NUMBER	SYSTEM PER CENT
NUMBER/PER CENT OF TEACHERS:				
LOAD REQUIRED	23.0	76	1654.0	72
LOAD EXEMPT	7.3	24	640.2	28
TOTAL	30.3	100	2294.2	100
NUMBER/PER CENT OF PROJECT PARTICIPANTS:				
COMPENSATORY READING	102	21	5542	15
COMPENSATORY MATH	103	22	4850	13
K-GARTEN - APS DAY CARE	41	39	877	15
K-GARTEN - NON-APS DAY CARE	27	26	2430	41
K-GARTEN - NO DAY CARE TO 6 MOS. DAY CARE	35	33	2652	45
FIRST GRADE - APS K-GARTEN	90	96	5801	89
FIRST GRADE - NON-APS K-GARTEN	1	1	627	10
FIRST GRADE - NO K-GARTEN	3	3	123	2
PUPIL-TEACHER RATIO	20.8		22.9	
NUMBER/PER CENT OF PUPILS NEW TO APS	29	6	3840	10
NUMBER/PER CENT OF PUPILS NEW TO SCHOOL	112	23	10469	28
MOBILITY INDEX:				
1984-85	.27		.29	
1985-86	.31		.30	
1986-87	.31		.30	
PER CENT PUPIL ATTENDANCE:				
1984-85		92.9		94.9
1985-86		93.6		95.1
1986-87		92.9		94.7
PER CENT CERTIFIED STAFF ATTENDANCE:				
1984-85		94.1		93.3
1985-86		94.3		94.0
1986-87		94.5		94.9

8/17/87

BETHUNE ELEMENTARY SCHOOL

READY STEPS LANGUAGE SURVEY
KINDERGARTEN SCREENING RESULTS
FALL 1986

	PERCENT OF STUDENTS MASTERING EACH SKILL										AVERAGE NUMBER SKILLS MASTERED 1-10	N
	1	2	3	4	5	6	7	8	9	10		
SCHOOL	72	95	42	69	50	39	35	71	57	70	6	109
SYSTEM	86	96	64	88	59	67	48	84	78	88	8	5,856
DIFF	-14	-1	-22	-19	-9	-28	-13	-13	-21	-18	-2	

8/14/87

BETHUNE ELEMENTARY SCHOOL

SUMMARY REPORT OF KINDERGARTEN BASAL PROGRESS
READING READINESS
1986-87

	PREREADINESS		GETTING READY TO READ ONLY						TOTAL N
			NOT COMPLETED		COMPLETED				
					NOT MASTERED		MASTERED		
	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	
SCHOOL	7	7	26	25	12	12	59	57	104
SYSTEM	560	10	496	8	346	6	4,475	76	5,877

7/08/87
BETHUNE ELEMENTARY SCHOOL

Summary Report Of Basal Progress
Reading
1986-87

Grade		Magazines			Percent Of Pupils Meeting Expectation	Total Students
		Number Per Grade	Average Number Completed	Percent Completed		
01	School	9	6.1	68	35	83
	System	9	6.3	70	24	6469
02	School	6	6.5	108	100	57
	System	6	5.6	93	68	5635
03	School	6	4.2	70	39	88
	System	6	5.1	85	50	5233
04	School	4	4.4	110	98	63
	System	4	4.1	103	77	4974
05	School	4	4.2	105	84	61
	System	4	4.0	100	78	4508

7/08/87
BETHUNE ELEMENTARY SCHOOL

Summary Report Of Basal Progress
Mathematics
1986-87

Grade		Chapters: Number Per Grade	Chapters: Average Number Completed	Chapters: Percent Completed	Percent Of Pupils Meeting Expectation	Total Students
01	School	13	10.5	81	24	103
	System	13	11.7	90	61	6894
02	School	13	11.1	85	39	57
	System	13	12.0	92	63	5770
03	School	13	10.8	83	22	88
	System	13	11.5	89	51	5265
04	School	13	8.7	67	24	63
	System	13	11.1	85	43	4974
05	School	13	8.0	62	3	61
	System	13	11.0	85	43	4514

Bethune Elementary School

August 20, 1987

CALIFORNIA ACHIEVEMENT TESTS - UNMATACHED
(KINDERGARTEN ONLY)

	Number Tested		National Norm	Percent Above National Norm				Composite Mean Scale Score	
				Reading		Mathematics			
	1986	1987		1986	1987	1986	1987	1986	1987
School	89	100	50	35	25	61	52	--	479
System	6,069	5,939	50	58	68	76	78	--	532

Iowa Tests Of Basic Skills - Unmatched

Reading

Grade		Number Tested 1986	Number Tested 1987	National Norm	Percent At/Above National Norm 1986	Percent At/Above National Norm 1987	Diff
01		76	106	50	58	46	-12
02		72	48	50	35	46	11
03		79	82	50	15	24	9
04		60	57	50	13	26	13
05		75	58	50	36	14	-22
	School Total	362	351	50	32	32	0
	Elem. 1-5 Schools	12,767	13,349	50	46	53	7
	Elem. 1-7 Schools	16,604	16,743	50	36	45	9

Mathematics

Grade		Number Tested 1986	Number Tested 1987	National Norm	Percent At/Above National Norm 1986	Percent At/Above National Norm 1987	Diff
01		76	106	50	49	58	9
02		71	48	50	63	73	10
03		82	82	50	18	27	9
04		61	56	50	13	27	14
05		75	58	50	47	22	-25
	School Total	365	350	50	38	42	4
	Elem. 1-5 Schools	12,738	13,306	50	58	65	7
	Elem. 1-7 Schools	16,549	16,701	50	46	56	10

09/22/87

BETHUNE ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS - MATCHED
PERCENT OF STUDENTS AT OR ABOVE NATIONAL NORM AND MEAN GRADE EQUIVALENT SCORES
(ONLY PUPILS WHO ATTENDED THE SCHOOL FROM SPRING 1986 THROUGH SPRING 1987)

GRADE	TYPE SCORE	NATIONAL NORM	TOTAL READING N	1986	1987	DIFF	TOTAL MATH N	1986	1987	DIFF
02	PERCENT	50	48	67	38	-29	47	53	62	9
	MEAN GE	2.7		2.2	2.4	0.2		2.0	2.8	0.8
03	PERCENT	50	67	31	24	-7	69	61	26	-35
	MEAN GE	3.7		2.4	3.1	0.7		3.1	3.3	0.2
04	PERCENT	50	56	13	27	14	55	16	25	9
	MEAN GE	4.7		2.9	3.9	1.0		3.2	3.9	0.7
05	PERCENT	50	49	10	8	-2	50	10	20	10
	MEAN GE	5.7		3.2	4.9	1.7		3.6	5.3	1.7
SCHOOL TOTAL										
	PERCENT	50	220	30	24	-6	221	37	32	-5
	MEAN GE			2.5	3.3	0.8		3.1	3.6	0.5
ELEM SCHOOL K - 5										
	PERCENT	50	15,470	44	49	5	15,391	57	60	3
	MEAN GE			3.1	4.2	1.1		3.4	4.4	1.0
ELEM SCHOOL K - 7										
	PERCENT	50	18,586	43	48	5	18,501	55	59	4
	MEAN GE			3.6	4.6	1.0		3.8	4.8	1.0

IOWA TESTS OF BASIC SKILLS
STATE-MANDATED NORM-REFERENCED TESTING
1986-87

August 20, 1987

Bethune Elementary

SOCIAL STUDIES

Grade	Tested	Median Percentile				Mean GE			
		National Norm	State	System	School	National Norm	State	System	School
02	73	50	68	78	82	2.7	3.5	4.2	4.6
04	64	50	61	62	54	4.7	5.3	5.3	4.9

SCIENCE

Grade	Tested	Median Percentile				Mean GE			
		National Norm	State	System	School	National Norm	State	System	School
02	73	50	57	62	40	2.7	3.0	3.2	2.3
04	64	50	66	62	46	4.7	5.6	5.4	4.5

09/22/87

BETHUNE ELEMENTARY SCHOOL

PROJECT AND NON-PROJECT RESULTS

ITBS/TAP SCORES
READING TOTAL

PROJECT	GROUP	YEAR	GRADES 1 N	1 NCE	2 N	2 NCE	3 N	3 NCE	4 N	4 NCE	5 N	5 NCE	6 N	6 NCE	7 N	7 NCE	TOTAL N	TOTAL NCE
COMP. READING	SCHOOL	1986	11	29	4	39	12	33	22	28	11	15					60	28
		1987		56		38		44		33		25						38
		GAIN		27		-1		11		5		10						10
	TOTAL ELEM	1986	638	28	1307	33	1045	33	516	35	256	32	45	31	12	49	3819	32
		1987		50		44		41		42		39		39		48		43
		GAIN		22		11		8		7		7		8		-1		11
NO READING PROJECT	SCHOOL	1986	3	32	45	57	58	48	39	41	42	32					187	45
		1987		54		48		39		49		40						44
		GAIN		22		-9		-9		8		8						-1
	TOTAL ELEM	1986	340	33	3645	54	3471	55	3641	47	3537	47	1890	43	1399	46	17923	49
		1987		50		58		51		51		48		47		50		51
		GAIN		17		4		-4		4		1		4		4		2

09/22/87

BETHUNE ELEMENTARY SCHOOL

PROJECT AND NON-PROJECT RESULTS

ITBS/TAP SCORES
MATH TOTAL

PROJECT	GROUP	YEAR	GRADES 1 N	1 NCE	2 N	2 NCE	3 N	3 NCE	4 N	4 NCE	5 N	5 NCE	6 N	6 NCE	7 N	7 NCE	TOTAL N	TOTAL NCE
COMP. MATH	SCHOOL	1986	11	29	12	44	19	30	22	25	12	13					76	28
		1987		93		53		39		33		26						45
		GAIN		64		9		9		8		13						17
	TOTAL ELEM	1986	632	27	1268	40	985	36	534	31	236	29	37	34	23	45	3695	34
		1987		59		59		43		43		36		43		45		51
		GAIN		32		19		7		12		7		9				17
NO MATH PROJECT	SCHOOL	1986	3	25	37	61	52	64	38	41	42	37					172	51
		1987		75		59		42		41		40						46
		GAIN		50		-2		-22				3						-5
	TOTAL ELEM	1986	343	40	3622	64	3524	66	3591	50	3546	50	1898	46	1384	48	17908	55
		1987		60		70		53		55		50		48		53		56
		GAIN		20		6		-13		5				2		5		1

09/11/87
BETHUNE ELEMENTARY SCHOOL

GEORGIA CRITERION-REFERENCED TESTS (FIRST GRADE)
READING
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY		N	CONCEPTS FOR READING			LITERAL COMPREHENSION			INFERENTIAL COMPREHENSION				MEAN SCALE SCORE
			1	2	3	4	5	6	7	8	9	10	
SCHOOL	1986	78	73	40	59	45	68	72	76	73	63	55	199
	1987	107	70	50	40	43	55	74	73	72	48	55	197
SYSTEM	1987	6662	79	65	68	61	78	81	81	82	64	70	211
STATE	1987	94106	84	76	75	59	77	85	80	81	60	69	212
DIFF. SCHOOL	86-87		-3	10	-19	-2	-13	2	-3	-1	-15	0	-2
DIFF. SCHOOL-SYSTEM (1987)			-9	-15	-28	-18	-23	-7	-8	-10	-16	-15	-14
DIFF. SCHOOL-STATE (1987)			-14	-26	-35	-16	-22	-11	-7	-9	-12	-14	-15

MATHEMATICS
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY		N	CONCEPT IDENTIFICATION							COMPONENT OPERATIONS				PROBLEM SOLVING				MEAN SCALE SCORE
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
SCHOOL	1986	77	78	88	64	60	81	88	68	68	69	68	82	66	91	69	69	203
	1987	107	82	80	64	69	65	87	55	67	64	70	79	78	93	66	78	203
SYSTEM	1987	6661	87	88	71	80	78	93	68	77	82	81	84	85	93	77	83	211
STATE	1987	94104	90	91	79	81	80	94	68	71	84	81	85	91	95	82	82	213
DIFF. SCHOOL	86-87		4	-8	0	9	-16	-1	-13	-1	-5	2	-3	12	2	-3	9	0
DIFF. SCHOOL-SYSTEM (1987)			-5	-8	-7	-11	-13	-6	-13	-10	-18	-11	-5	-7	0	-11	-5	-8
DIFF. SCHOOL-STATE (1987)			-8	-11	-15	-12	-15	-7	-13	-4	-20	-11	-6	-13	-2	-16	-4	-10

09/11/87
BETHUNE ELEMENTARY SCHOOL

GEORGIA CRITERION-REFERENCED TESTS (THIRD GRADE)
READING
PERCENT OF STUDENTS NEEDING ADDITIONAL INSTRUCTION

CATEGORY		N	LITERAL COMPREHENSION		INFERENTIAL COMPREHENSION			PROBLEM SOLVING			MEAN SCALE SCORE	% PASS
			1	2	3	4	5	6	7	8		
SCHOOL	1986	86	67	29	78	69	67	53	55	58	189	58
	1987	70	46	19	49	39	17	20	31	16	200	84
SYSTEM	1987	4850	32	10	37	30	10	14	21	8	208	90
STATE	1987	77529	22	7	25	24	7	10	16	5	214	94
DIFF. SCHOOL	86-87		-21	-10	-29	-30	-50	-33	-24	-42	11	26
DIFF. SCHOOL-SYSTEM (1987)			14	9	12	9	7	6	10	8	-8	-6
DIFF. SCHOOL-STATE (1987)			24	12	24	15	10	10	15	11	-14	-10

MATHEMATICS
PERCENT OF STUDENTS NEEDING ADDITIONAL INSTRUCTION

CATEGORY		N	CONCEPT IDENTIFICATION				COMPONENT OPERATIONS			PROBLEM SOLVING					MEAN SCALE SCORE	% PASS
			1	2	3	4	5	6	7	8	9	10	11	12		
SCHOOL	1986	86	71	51	43	47	43	66	62	44	71	45	64	58	187	51
	1987	70	37	50	71	40	49	56	63	23	21	31	23	39	195	74
SYSTEM	1987	4848	25	37	59	31	43	45	42	17	20	23	12	20	205	86
STATE	1987	77542	17	30	53	26	40	36	32	17	14	19	9	16	210	92
DIFF. SCHOOL	86-87		-34	-1	28	-7	6	-10	1	-21	-50	-14	-41	-19	8	23
DIFF. SCHOOL-SYSTEM (1987)			12	13	12	9	6	11	21	6	1	8	11	19	-10	-12
DIFF. SCHOOL-STATE (1987)			20	20	18	14	9	20	31	6	7	12	14	23	-15	-18

8/03/87

BETHUNE ELEMENTARY SCHOOL

PROGRESSION MINIMUM SKILLS
END OF YEAR 1986-87

READING

PERCENT OF STUDENTS MASTERING EACH SKILL

GRADE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	AVERAGE NUMBER SKILLS MASTERED	N
K	SCHOOL	94	97	88	97	88	86	81	96	92	99										9	108
	SYSTEM	97	99	93	98	92	92	89	96	95	98										9	5,992
	DIFF	-3	-2	-5	-1	-4	-6	-8	0	-3	1										0	
01	SCHOOL	94	81	84	85	78	74	75	78	72	78	84	82	89	87	95					12	97
	SYSTEM	92	85	84	89	82	84	83	81	82	89	84	87	90	95	94					13	6,755
	DIFF	2	-4	0	-4	-4	-10	-8	-5	-10	-11	0	-5	-1	-8	1					-1	
02	SCHOOL	84	70	79	82	82	79	72	81	68	74	77	81	81	77	81					12	57
	SYSTEM	89	94	88	88	88	88	86	89	91	87	88	90	93	93	94					13	5,642
	DIFF	-5	-24	-9	-6	-6	-9	-14	-8	-23	-13	-11	-9	-12	-16	-13					-1	
03	SCHOOL	72	62	74	67	70	68	57	70	84	80	64	66	62	76	67	93	93			12	76
	SYSTEM	90	88	90	88	89	89	86	87	93	91	87	89	86	91	87	93	93			15	5,128
	DIFF	-18	-26	-16	-21	-19	-21	-29	-17	-9	-11	-23	-23	-24	-15	-20	0	0			-3	
04	SCHOOL	79	76	76	79	76	83	70	70	87	78	73	78	81	79	83					12	63
	SYSTEM	93	93	92	93	92	93	90	92	92	92	92	92	93	92	94					14	4,854
	DIFF	-14	-17	-16	-14	-16	-10	-20	-22	-25	-14	-19	-14	-12	-13	-11					-2	
05	SCHOOL	89	84	88	91	77	77	77	82	95	73	84	80	82	84	82	75	66	70	75	15	56
	SYSTEM	94	94	94	93	94	94	94	93	94	94	93	94	93	93	92	93	93	94	94	18	4,382
	DIFF	-5	-10	-26	-2	-17	-17	-17	-11	1	-21	-9	-14	-11	-9	-10	-18	-27	-24	-19	-3	

8/03/87

BETHUNE ELEMENTARY SCHOOL

PROGRESSION MINIMUM SKILLS
END OF YEAR 1986-87

MATHEMATICS

PERCENT OF STUDENTS MASTERING EACH SKILL

GRADE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	AVERAGE NUMBER SKILLS MASTERED	N
K	SCHOOL	98	96	89	90	87	93	90	85	86	94	82									10	105
	SYSTEM	98	95	94	94	94	95	94	93	92	96	87									10	5,905
	DIFF	0	1	-5	-4	-7	-2	-4	-8	-6	-2	-5									0	
01	SCHOOL	100	95	96	84	95	87	81	79	85	92	92	93								11	97
	SYSTEM	98	98	96	93	92	91	87	88	88	90	90	91								11	6,772
	DIFF	2	-3	0	-9	3	-4	-6	-9	-3	2	2	2								0	
02	SCHOOL	96	100	87	94	94	87	83	83	85	96	100	98	81	65	80					13	54
	SYSTEM	97	96	93	93	91	92	93	95	92	96	95	95	93	92	90					14	5,655
	DIFF	-1	4	-6	1	3	-5	-10	-12	-7	0	5	3	-12	-27	-10					-1	
03	SCHOOL	87	91	78	88	85	84	55	75	94	77	51	57	40	38	39	9	9			10	77
	SYSTEM	94	94	91	93	89	89	88	89	92	90	88	89	90	90	89	88	88			15	5,138
	DIFF	-7	-3	-13	-5	-24	-25	-33	-14	2	-13	-37	-32	-50	-52	-50	-79	-79			-5	
04	SCHOOL	90	87	86	84	84	81	81	73	70	75	71	79	78	75	76	65				13	63
	SYSTEM	94	92	95	93	91	90	92	93	91	92	89	91	92	91	90	88				15	4,860
	DIFF	-4	-5	-9	-9	-7	-9	-11	-20	-21	-17	-18	-12	-14	-16	-14	-23				-2	
05	SCHOOL	64	61	68	23	79	73	70	57	48	64	43	70	48	50	54	2	2			9	56
	SYSTEM	94	94	93	92	93	92	92	90	91	93	89	91	91	89	90	87	87			15	4,369
	DIFF	-30	-33	-25	-69	-14	-19	-22	-33	-43	-29	-46	-21	-43	-39	-36	-85	-85			-6	

7/08/87 BETHUNE ELEMENTARY SCHOOL

1986-87 Progression Status Report

Grades K - 7

Grade		Promoted N	Promoted Percent	Admin. Placed N	Admin. Placed Percent	Retained N	Retained Percent	Total N
K	School	92	82.9	1	.9	18	16.2	111
	System	5,256	86.9	91	1.5	703	11.6	6,050
01	School	76	73.1	6	5.8	22	21.2	104
	System	5,471	80.2	260	3.8	1,093	16.0	6,824
02	School	43	76.8	7	12.5	6	10.7	56
	System	4,773	84.7	309	5.5	550	9.8	5,632
03	School	75	85.2	4	4.5	9	10.2	88
	System	4,239	80.9	268	5.1	734	14.0	5,241
04	School	46	73.0	7	11.1	10	15.9	63
	System	4,379	89.0	277	5.6	263	5.3	4,919
05	School	52	83.9	6	9.7	4	6.5	62
	System	4,136	92.2	220	4.9	129	2.9	4,485